

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Wheatland Union High School Contact: Vic Ramos, Ed.D., vramos@wheatlandhigh.org, (530) 633-3100 ex. 102 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>In order to gather information to develop the first Local Control Accountability Plan for the Wheatland Union High School District, eight groups were identified. Included in the identified groups are parents of the students of Wheatland Union High School, parents of students entering Wheatland Union HS from the Plumas Lake area, parents of students entering Wheatland Union HS from the greater Wheatland area, the Wheatland Union High School, School Site Council, The WUHS faculty, the WUHS classified employees, and two student groups: one representing the general student body, the other students struggling academically. Shortly after the release of the LCAP Template from the State of California in January 2014, our meetings began. Meetings of the various groups continued from February through early April 2014.</p> <p>The groups participating in the development of the LCAP, other than the parents of entering students, had recently been involved in the review of student performance data in preparation for the WASC visitation and the development of the Site’s Action Plan for Improvement. Metrics included student performance data on state, local, and federal examinations, report card data, attendance, suspension, expulsion, and graduations rates, A-G, and AEP assessment data.</p> <p>Each group was presented with an overview of the Local</p>	<p>The information gathered from each of the groups was reviewed and large themes were identified. These themes were next placed under the appropriate State priorities. The information gathered was compared to the current WUHS Board Goals to ensure alignment. Board Goals were modified, as necessary, in order to ensure they addressed the state’s priority areas.</p> <p>The newly adopted Board Goals serve as the foundation of the Wheatland Union High School District Local Control Accountability Plan. Under each identified goal are a series of objectives addressing priority areas, actions and expenditures needed to meet the objective, individual(s) responsible, timelines, student groups served, and metrics to determine levels of success.</p>

Involvement Process	Impact on LCAP
<p>Control Funding Formula and the Local Control Accountability Plan. A discussion was held on the state’s eight priority areas. Conversations were held to determine areas of strength and areas of focus regarding each of the state’s priority areas. Minutes were taken to document each group’s input.</p> <p>The groups participating in this process were identified as a means of ensuring all stakeholders had input in the development of the LCAP. The Wheatland Union High School, School Site Council includes parents, students, teachers, classified employees, and community members. The parental groups selected represented students with varied needs and concerns including English Language Learners and Students With Disabilities. In the selection of the parent groups, it was determined that broader input would be gathered by including both current and future student parents. As a result of this input, meetings were scheduled with the parents of the two feeder Districts. Meetings were advertized through flyers, web page and auto dialer announcements. To maximize participation, parental meetings were held in conjunction with other school activities.</p> <p>The student groups identified for LCAP participation were selected to gather input from all components of the student body. The first group interviewed was members of our Leadership Class. Contained within the make-up of the selected students were high performing students, students with academic challenges, English Language Learners, Students With Disabilities and those receiving free and</p>	

Involvement Process	Impact on LCAP
<p>reduced lunch. The second group of students selected were those who had failed at least one course during their tenure at WUHS. Both groups provided us with unique insight into conditions of learning, pupil outcomes, and levels of engagement.</p> <p>Once the process of gathering input was completed, the information gathered was placed under the appropriate state priority area. Broad themes were identified. From this point five goals were developed. Each goal contained several objectives. These goals and objectives became the basis for the 2014-2015 Wheatland Union High School District Local Control Accountability Plan. The five goals were also adopted by the WHUSD Governing Board as it goals for the upcoming year.</p> <p>A rough draft of the LCAP was constructed. It was presented to the governing board, site council, certificated and classified staffs for further input. On June 10, 2014 a public hearing was conducted for community input and consideration. During the Public hearing a copy of the draft version of the LCAP was available for review on the district website. The 2014-2015 Wheatland Union High School LCAP was approved by the governing board on June 17, 2014.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.1 API is below the state target of 800 : API	Goal # 1 Improve the academic achievement of all students in Wheatland Union High School	All	All	N/A	N/A	All groups meet or exceed growth target	All groups meet or exceed growth target	Student Achievement
1.1 Increase ELA proficiency rates: CAHSEE data		All	All	N/A	Increase rate at/above grade level by 3% on the CAHSEE	Increase rate at/above grade level by 3% on the CAHSEE	Increase rate at/above grade level by 3% on the CAHSEE	Student Achievement
1.1 Increase math proficiency rates: CAHSEE data		All	All	N/A	Increase rate at/above grade level by 1.5% on the CAHSEE	Increase rate at/above grade level by 1.5% on the CAHSEE	Increase rate at/above grade level by 1.5% on the CAHSEE	Student Achievement
1.2 Provide instructional Strategies designed to improve student		All	WUHS	N/A	Increase the number of students earning a CTE certificate by 10%	Increase the number of students earning a CTE certificate by 10%	Increase the number of students earning a CTE certificate by 10%	Course Access Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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performance: Report card data test scores								
1.3 Increase college readiness: AP Scores A-G completion EAP scores	Goal # 1 Improve the academic achievement of all students in Wheatland Union High School	All	WUHS	N/A	Increase the percentage of student college ready by 3%	Increase the percentage of student college ready by 5%	Increase the percentage of student college ready by 8%	Student Achievement Course Access
1.3 Increase the number of students earning a certificate in CTE		All	WUHS	N/A	Increase the percentage of students college ready by 3%	Increase the percentage of students college ready by 5%	Increase the percentage of students college ready by 8%	Student Achievement Course Access

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1.4 Reduce the number of 9 th grade students receiving 1 or more Failing grades: report card data	Goal # 1 Improve the academic achievement of all students in Wheatland Union High School	9 th grade students	All	N/A	Reduce the number of students receiving a failing grade by 10%	Reduce the number of students receiving a failing grade by 10%	Reduce the number of students receiving a failing grade by 10%	Student Achievement
1.5 Provide instruction driven by timely, relevant data sets		All	All	N/A	Establish baseline: successful course completion by department	Increase rate of course completion by 3%	Increase rate of course completion by 3%	Student Achievement
2.1 Increase the number of students participating in extra and co-curricular activities:	Goal #2 Increase the level of student engagement and feeling of connectedness for all students	All	All	N/A	Establish baseline: successful course completion by department	Increase rate of course completion by 3%	Increase rate of course completion by 3%	Student Engagement School Climate Other Student outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Student surveys, rosters	Goal #2 Increase the level of student engagement and feeling of connectedness for all students							
2.2 Increase the number of students being recognized for academic, social and appropriate character traits: student surveys, rosters		All	All	N/A	Increase by 5%	Increase by 10%	Increase by 15%	Student Engagement School Climate Other Student outcomes
2.3 Decrease the number of students being suspended and expelled: discipline data		All	All	N/A	Increase by 5%	Increase by 10%	Increase by 15%	Student Engagement School Climate Other Student outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
2.3 Increase the opportunities for appropriate adult/student interactions: survey data	Goal #2 Increase the level of student engagement and feeling of connectedness for all students.	All	All	N/A	Based on survey data a baseline will be established.	Increase baseline by 5%.	Increase baseline by 10%	Student Engagement Parental Involvement
3.1 Improve access to information for all stakeholders: Web page, phone system, parent portal	Goal # 3 Improve the level of communication between and within stakeholder groups	All	All	N/A	Based on survey data a baseline will be established.	Increase baseline by 5%	Increase baseline by 10%	Parental Involvement
3.3 Increase communication between departments and feeder		All	All	N/A	Establish baseline: for stakeholder communication needs	Increase satisfaction level by 10% based on survey data	Increase satisfaction level by 10% based on survey data	School Climate Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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districts: calendar, meeting notes	Goal # 3 Improve the level of communication between and within stakeholder groups							
3.4 Develop a standardized meeting format		All	All	N/A	Establish baseline: for stakeholder communication needs	Increase satisfaction level by 10% based on survey data	Increase satisfaction level by 10% based on survey data	School Climate
3.5 Develop standardized syllabus format		All	All	N/A	Establish baseline: for stakeholder communication needs	Increase satisfaction level by 10% based on survey data	Increase satisfaction level by 10% based on survey data	Student Achievement Implementation of Common Core Standards
3.7 Increase student success by developing strong home / school communication:		All	All	N/A	Decrease by 3%	Decrease by 6%	Decrease by 9%	Parental Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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survey data, parent meetings								
3.7 Monthly school to home communication: electronic Newsletter	Goal # 3 Improve the level of communication between and within stakeholder groups	ALL	ALL	N/A	Identify publisher, contributing authors, distribution calendar, format and systems to be used. Publish first monthly newsletter	Continue to publish monthly newsletter	Continue to publish monthly newsletter	School Climate Student Achievement Student Engagement Parental Involvement
4.1 Increase the sites capacity and infrastructure to support technology applications:	Goal # 4 Update and improve the use of technology at all levels of District and site operations	All	All	N/A	Develop and field-test standardized meeting format	Implement and modify as needed	Implement and modify as needed	Course Access Student Engagement Student Achievement Parental Involvement Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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wireless access points, network switches, etc.								Implementation of Common Core Standards Other Student Outcomes
4.2 Increase classroom use of technology: Surveys, observation	Goal # 4 Update and improve the use of technology at all levels of District and site operations	All	All	N/A	Develop and field-test standardized syllabus format	Implement and modify as needed	Implement and modify as needed	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes
4.3 Replace the bell and		All	All	N/A	Identify issues with the existing bell	Explore potential costs for replacing	Begin the process of replacing the	Course Access Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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announcement system at WUHS	Goal # 4 Update and improve the use of technology at all levels of District and site operations				and announcement systems	existing bell and announcement systems. Determine cost effectiveness.	existing systems if financially feasible.	Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes
4.4 Staff development to increase and improve technology use: Staff development role sheets, student performance observations,		All	All	N/A	Construction of identified new infrastructure needs	N/A	N/A	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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survey data								Other Student Outcomes
5.1 Develop and implement a facilities master plan. Master Plan	Goal # 5 Maintain an outstanding level of cleanliness and repair at all	All	All	N/A	Continue to work with Capital Public Finance to develop a facilities master plan.	Utilize the facilities master plan as a guideline for site improvements.	Utilize the facilities master plan as a guideline for site improvements.	School Climate Basic Services Other Student Outcomes
5.2 Remove unnecessary and surplus materials on a regular basis. Board minutes.	District facilities	All	All	N/A	Identify surplus materials and remove on a regular basis. Develop a written cleaning schedule designed to maximize efficiency and cleanliness.	Identify surplus materials and remove on a regular basis. Evaluate the cleaning schedule and modify as necessary. Implement the modified schedule	Identify surplus materials and remove on a regular basis. Evaluate the cleaning schedule and modify as necessary. Implement the modified schedule	School Climate Basic Services Other student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					Implement schedule.			
5.3 Develop and implement a cleaning schedule that includes time allocations for each room plus regularly scheduled cleaning of all restroom facilities. Cleaning schedule	Goal # 5 Maintain an outstanding level of cleanliness and repair at all District facilities	All	All	N/A	Develop, implement, and evaluate a written cleaning schedule. Modify as necessary.	Implement modified schedule, evaluate, and re-modify as necessary.	Implement re-modified schedule and evaluate.	School Climate Student Engagement Basic services

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

Wheatland Union High School District will continue to focus LCFF funds toward the priorities that have been successful in bringing about the academic growth in our District. The core instructional program will continue to be taught by Highly Qualified teachers. California Common Core implementation and best first instruction will be the main focus of the staff development program in the District. California Common Core implementation will include the use of supplemental materials which are rigorous and encourage higher-level thinking, as well as real-life opportunities that allow students to interact using academic language.

Providing academic supports for all students will continue to be a high priority for the District including providing additional para-professional support at each site. Para-professionals work part of each day supporting students who have disabilities, who have been struggling, are beginning to struggle, or who need additional supports to be challenged. Interventions are an important aspect of the academic success that the District has shown.

The overall system for delivery of services to children with disabilities in the Wheatland Union High School District is based on a philosophy that has a foundation in the principles of parental involvement, best practices, comprehensive support, and local and state coordination and collaboration. The District conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students.

Through the IEP process and participation of all required IEP team members including parent, special education teacher, general education (GE) teacher, administrator and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech- language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are Deaf or Hard of Hearing is also available, as necessary, through contracted services with Sutter County Superintendent of Schools. For students who are unable to progress at Wheatland Union High School, the district IEP team considers referral to the regional special day class program (SDC) with Marysville Joint School District, Yuba County Office of Education, or a referral to a non-public school (NPS).

Students With Disabilities participate in general education, including nonacademic and extracurricular activities, to the maximum extent possible to promote interaction with the general school population. Placement in special education classes, other schools, or other removal of students with disabilities from the regular education environment may occur. This is warranted when the nature or severity of the student's disability is

such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When a student is placed in a regional SDC program or an NPS, the IEP team will consider transition back to district programs at each IEP.

Specific information about special education at the District is detailed in the following documents available at the District office and/or the Yuba County SELPA office: 1) Yuba County SELPA Local Plan for Special Education, 2) Yuba County SELPA Local Policies and Procedures, and 3) Yuba County SELPA Eligibility Criteria Handbook.

Vic Ramos, Ed.D.
Superintendent
Wheatland Union High School District

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 1 Improve the academic achievement of all students in Wheatland Union High School	Student Engagement Student Achievement Implementation of Common Core Standards	1.1 Provide staff development designed to improve instructional strategies, close the achievement gap, and support the transition to Common Core.	LEA-wide	N/A	Staff development will continue to focus on the transition to Common Core Standards Cost: \$30,000 Source: LCFF Title 2, Title 3 Resp: Admin Goal: 1000,0000 Object: 5200, 5800	Staff development will focus on finalizing transition to Common Core while addressing issues of rigor relevance and relationships Cost: \$30,000 Source: LCFF Title 2 Title 3 Resp: Admin Goal:0000,0000 Object: 5200, 5800	Staff development will focus on aligning instructional materials and pacing to newly adopted standards Cost: \$30,000 Source: LCFF Title 2 Title 3 Resp: Admin Goal: 1000,0000 Object: 5200, 5800
	Course Access Student Engagement Student Achievement	1.2 Implement instructional strategies designed to	LEA-wide	N/A	Implementation strategies such as Webs Depth of Knowledge, board	Implement a peer observation and sharing program	Implement a peer mentoring/coaching program Cost: \$5,000 Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Implementation of Common Core Standards	improve student performance			configuration, and student engagement strategies Cost: \$5,000 Source: LCFF Resp: Admin Goal: 1000,0000 Object: 5200, 5800	Cost: \$5,000 Source: LCFF Resp: Admin Goal:1000,0000 Object: 5200, 5800	Resp: Admin Goal: 1000,0000 Object: 5200, 5800
Goal # 1 Improve the academic achievement of all students in Wheatland Union High School	Course Access Student Engagement Student Achievement Implementation of Common Core Standards Other Student Outcomes	1.3 Provide support for courses designed to increase student performance and meet student interest; for example AVID, STEM and Career Technical Courses	LEA-wide	N/A	Interview students to determine interests/needs Cost: \$40,000 Source:LCFF, EIA,ROP & Carl Perkins Resp: Admin Goal: 1110 Object: 4300	Develop courses designed to meet student interests and needs, develop curriculum and select instructional materials Cost: \$40,000 Source: LCFF, EIA,ROP & Carl Perkins Resp: Admin Goal: 1110 Object: 4300	Implement courses Cost: \$40,000 Source: LCFF, EIA,ROP & Carl Perkins Resp: Admin Goal: 1110 Object: 4300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Course Access Student Engagement Student Achievement Implementation of Common Core Standards Other Student Outcomes	1.4 Provide student academic support within and after the instructional day designed to improve student achievement	LEA-wide	N/A	Implement Freshman Academy and continue the after school tutoring program; including transportations Cost: \$27,300 Source: LCFF, Title 1 Resp: Admin Goal: 1110 Object: 5800, 1100	Continue the Freshman Academy and the after school tutoring program; including transportation. Assess the need for an academy program for upper classmen. Cost: \$27,300 Source: LCFF, Title 1 Resp: Admin Goal: 1110 Object: 5800, 1100	Continue the Freshman Academy and the after school tutoring program; including transportation. Implement an Upper Classmen Academy if need is determined. Cost: \$27,300 Source: LCFF, Title 1 Resp: Admin Goal: 1110 Object: 5800, 1100
Goal # 1 Improve the academic achievement of all students in Wheatland Union High School	Student Achievement Parental Involvement Implementation of Common Core Standards Other Student Outcomes	1.5 Establish and implement a data program designed to provide timely information to support academic achievement	LEA-wide	N/A	Evaluate and adopt a data program Cost: \$9,000 Source: LCFF Resp: Admin Goal: 1110 Object: 5800	Purchase and support implementation of the data program Cost: \$7,000 Source: LCFF Resp: Admin Goal: 1110 Object: 5800	Evaluate effectiveness of the data program based on survey data and usage Cost: \$7,000 Source: LCFF Resp: Admin Goal: 1110 Object: 5800

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 1 Improve the academic achievement of all students in Wheatland Union High School	Course Access Basic Services Implementation of Common Core Standards Other Student Outcomes	1.6 Provide books and instructional material to support the Wheatland Union High School instructional program	LEA-wide	N/A	Evaluate the instructional needs of core courses as they implement the new Common Core and California Science Standards Cost: \$15,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4100, 4300	Identify and begin the purchase of textbooks and ancillary materials* based on material prioritization Cost: \$50,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4100, 4300	Continue the purchase of textbooks and ancillary materials* based on material prioritization Cost: \$50,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4100, 4300
	Course Access Student Engagement Student Achievement Basic Services Implementation of Common Core Standards Other Student Outcomes	1.7 Provide funding to support teacher planning, development, and collaboration designed to improve student performance	LEA-wide	N/A	Continue funding summer and ongoing work to develop course syllabi, pacing guides, frequent formative and summative assessments, scoring rubrics and writing prompts to	Evaluate current progress and continue the process of developing course syllabi, pacing guides, frequent formative and summative assessments, scoring rubrics	Evaluate and modify course syllabi, pacing guides, formative and summative assessments, scoring rubrics and writing prompts to support writing across the curriculum Cost: \$12,000 Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					support writing across the curriculum Cost: \$12,000 Source: LCFF Resp: Admin Goal: 1110 Object: 1100	and writing prompts to support writing across the curriculum Cost: \$12,000 Source: LCFF Resp: Admin Goal: 1110 Object: 1100	Resp: Admin Goal: 1110 Object: 1100
Goal #2 Increase the level of student engagement and feeling of connectedness for all students	Student Engagement Student Achievement School Climate Other Student Outcomes	2.1 Support staff development opportunities designed to increase student connectedness and engagement	LEA-wide	N/A	Research, select and train staff in techniques to increase student engagement and connectedness Cost: \$15,000 Source: LCFF Resp: Admin Goal: 1110, 0000 Object: 5200, 5800	Continue to provide training and evaluate effectiveness Cost: \$15,000 Source: LCFF Resp: Admin Goal: 1110, 0000 Object: 5200, 5800	Continue to provide training, evaluate effectiveness and adjust as necessary Cost: \$15,000 Source: LCFF Resp: Admin Goal: 1110, 0000 Object: 5200, 5800
Goal #2 Increase the level of student	Student Engagement Student Achievement School Climate Other Student	2.2 Continue to expand and support programs designed to	LEA-wide	N/A	Implement a Renaissance class to further develop student recognition and celebration of	Evaluate effectiveness of the Renaissance class. Continue providing	Evaluate effectiveness of the Renaissance class and modify as necessary. Continue providing

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
engagement and feeling of connectedness for all students	Outcomes	recognize students and increase student connectedness. For example, "Honor the Code," "Pirates Come About," and the "Depper Awards".			accomplishment . Continue providing funding for existing student recognition and connectedness programs. Cost: \$35,000 Source: LCFF Resp: Admin Goal: 0000, 1110 Object: 4300, 5200, 5800	funding for existing student recognition and connectedness programs Cost: \$35,000 Source: LCFF Resp: Admin Goal: 0000, 1110 Object: 4300, 5200, 5800	funding for existing student recognition and connectedness programs. Cost: \$35,000 Source: LCFF Resp: Admin Goal: 0000, 1110 Object: 4300, 5200, 5800
Goal #2 Increase the level of student engagement and feeling of connectedness for all students	Student Engagement Student Achievement School Climate Other Student Outcomes	2.3 Support and increase the number of opportunities for students to become involved in interest based clubs and organizations	LEA-wide	N/A	Implement and fund a club rush program at the beginning of the school year. Match students with advisors to form more interest-based clubs. Better advertise club meeting dates, times and locations	Implement and fund a club rush program at the beginning of the school year. Match students with advisors to form more interest-based clubs. Better advertise club meeting dates, times and	Implement and fund a club rush program at the beginning of the school year. Match students with advisors to form more interest-based clubs. Better advertise club meeting dates, times and locations Cost: \$1,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Cost: \$1,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4300	locations Cost: \$1,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4300	Source: LCFF Resp: Admin Goal: 1110 Object: 4300
Goal #2 Increase the level of student engagement and feeling of connectedness for all students	Student Engagement Student Achievement School Climate Other Student Outcomes	2.4 Support WUHS athletics by funding such things as coaching stipends, safety equipment, and league transportation	LEA-wide	N/A	Identify equipment necessary to provide safety for our athletes, calculate cost for league transportation, and ensure coaching stipend funding to be paid according to guidelines of the WHEAT-WUHSD contract Cost: \$150,000 Source: LCFF Resp: Admin Goal: 1110 Object: 1100, 2100, 3000, 4300, 5300, 5800	Identify equipment necessary to provide safety for our athletes, calculate cost for league transportation, and ensure coaching stipend funding to be paid according to guidelines of the WHEAT-WUHSD contract Cost: \$150,000 Source: LCFF Resp: Admin Goal: 1110 Object: 1100,	Identify equipment necessary to provide safety for our athletes, calculate cost for league transportation, and ensure coaching stipend funding to be paid according to guidelines of the WHEAT-WUHSD contract Cost: \$150,000 Source: LCFF Resp: Admin Goal: 1110 Object: 1100, 2100, 3000, 4300, 5300, 5800

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						2100, 3000, 4300, 5300, 5800	
Goal #2 Increase the level of student engagement and feeling of connectedness for all students	Student Engagement Student Achievement School Climate Other Student Outcomes	2.5 Support WUHS music program by funding such things as the purchasing and repairing instruments, uniforms, and paying for a portion of transportation costs	LEA-wide	N/A	Annually identify equipment needed for replacement and repair. Determine transportation cost and provide funding for 50%. Cost: \$10,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4300, 5600, 5800	Annually identify equipment needed for replacement and repair. Determine transportation cost and provide funding for 50%. Cost: \$10,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4300, 5600, 5800	Annually identify equipment needed for replacement and repair. Determine transportation cost and provide funding for 50%. Cost: \$10,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4300, 5600, 5800
	Course Access Student Engagement Student Achievement School Climate Parental Involvement	2.6 Support the WUHS after school tutoring program by paying for teacher stipends and student	LEA-wide	N/A	Continue to provide funding and support for the WUHS after school tutoring program. Better communicate with parents the	Continue to provide funding and support for the WUHS after school tutoring program. Better communicate	Continue to provide funding and support for the WUHS after school tutoring program. Better communicate with parents the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2 Increase the level of student engagement and feeling of connectedness for all students	Other Student Outcomes	transportation costs			opportunities provided by these programs including transportation. Cost: \$15,000 Source: LCFF Resp: Admin Goal:1110 Object: 1100, 2100, 4300, 5800	with parents the opportunities provided by this program; including transportation. Cost: \$15,000 Source: LCFF Resp: Admin Goal:1110 Object: 1100, 2112, 4300, 5800	opportunities provided by this program; including transportation Cost: \$15,000 Source: LCFF Resp: Admin Goal:1110 Object: 1100, 2112, 4300, 5800
	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	2.7 Research the establishment of an adult / student mentoring program designed to support students' connectedness.	LEA-wide	N/A	Establish a team of students and adults to begin the initial process of selecting a mentoring program to be implemented on a trial basis the following year Cost: \$2,500 Source: LCFF Resp: Admin Goal: 0000	Implement a student mentoring program on a trial basis and evaluate its effectiveness Cost: \$2,500 Source: LCFF Resp: Admin Goal: 0000 Object: 4300	Implement a student mentoring program based on evaluation and modifications Cost: \$2,500 Source: LCFF Resp: Admin Goal: 0000 Object: 4300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2 Increase the level of student engagement and feeling of connectedness for all students					Object: 4300		
Goal #3 Improve the level of communication between and within all stakeholder groups	Parental Involvement Basic Services Other Student Outcomes	3.1 Create a new district web site that will increase stakeholder use and satisfaction	LEA-wide	N/A	Survey stakeholders on satisfaction with current web site and research development of an improved web-site format Cost: \$6,000 Source: LCFF Resp: Admin Goal: 0000 Object: 5800	Design and implement a new web-site format. Survey stakeholders for satisfaction Cost: \$4,000 Source: LCFF Resp: Admin Goal: 0000 Object: 5800	Modify web-site as necessary and implement Cost: \$4,000 Source: LCFF Resp: Admin Goal: 0000 Object: 5800:
	Parental Involvement Basic Services Other Student Outcomes	3.2 Update the district phone system to provide a better level of service for all stakeholders	LEA-wide	N/A	Evaluate issues with the current phone system and research the cost effectiveness of updating or replacing the system Cost: TBD	Update or replace the current phone system and survey stakeholder satisfaction Cost: TBD Source: LCFF Resp: Admin	Evaluate effectiveness of the updated phone system and adjust as necessary Cost: TBD Source: LCFF Resp: Admin Goal: Object:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<i>Source: LCFF Resp: Admin Goal: Object:</i>	<i>Goal: Object:</i>	
Goal #3 Improve the level of communication between and within all stakeholder groups	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	3.3 Develop a school calendar that supports: intra departmental communication, inter departmental communication, and intra district communication	LEA-wide	N/A	Complete negotiations between WHEAT and District that will allow for a calendar with increased time for communication. Develop and implement a schedule that supports inter and intra district communication and intra-district communication Cost: \$5,000 Source: LCFF Resp: Admin Goal: 0000 Object: 2400	Evaluate the effectiveness of the school calendar and modify as necessary. Implement the modified calendar. Cost: \$5,000 Source: LCFF Resp: Admin Goal: 0000 Object: 2400	Evaluate the effectiveness of the school calendar and modify as necessary. Implement the modified calendar Cost: \$5,000 Source: LCFF Resp: Admin Goal: 0000 Object: 2400
	Course Access Student Engagement	3.4 Develop a standardized	LEA-wide	N/A	Develop and pilot meeting format. Evaluate	Modify format, as necessary. Implement and	Utilize meeting format. Cost: \$300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3 Improve the level of communication between and within all stakeholder groups	Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	meeting format that ensures and documents the sharing of pertinent information			format effectiveness. Cost: \$300 Source: LCFF Resp: Admin Goal: 0000 Object: 2400	evaluate modified format. Cost: \$300 Source: LCFF Resp: Admin Goal: 0000 Object: 2400	Source: LCFF Resp: Admin Goal: 0000 Object: 2400
	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	3.5 Develop a standardized format for syllabi, white boards information, pacing, and departmental rubrics	LEA-wide	N/A	Develop and pilot standardized syllabi, white board, pacing and departmental rubric formats Cost: \$300 Source: LCFF Resp: Admin Goal: 0000 Object: 2400	Evaluate syllabi white board, pacing, and departmental rubric formats and modify as necessary. Implement modified formats. Cost: \$300 Source: LCFF Resp: Admin Goal: 0000 Object: 2400	Reevaluate effectiveness of standardized formats and utilize. Cost: \$300 Source: LCFF Resp: Admin Goal: 0000 Object: 2400

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3 Improve the level of communication between and within all stakeholder groups							
	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	3.6 Continue to support the use of an auto dialer and marquee	LEA-wide	N/A	Evaluate issues with the current auto dialer system and marquee and develop a plan to address issues. Implement plan and support use Cost: TBD Source: LCFF Resp: Admin Goal: Object:	Continue to support use and maintenance of the auto dialer and marquee Cost: TBD Source: LCFF Resp: Admin Goal: Object:	Continue to support use and maintenance of the auto dialer and marquee Cost: TBD Source: LCFF Resp: Admin Goal: Object:
	Course Access Student Engagement Student Achievement School Climate	3.7 Monthly school to home communication: electronic Newsletter will	LEA-wide	N/A	Identify publisher, contributing authors, distribution calendar, format	Continue to publish monthly newsletter Cost: \$3,100 Source: LCFF	Continue to publish monthly newsletter Cost: \$3,100 Source: LCFF Resp: Admin

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3 Improve the level of communication between and within all stakeholder groups	Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	be provided.			and systems to be used. Publish first monthly newsletter Cost: \$3,100 Source: LCFF Resp: Admin Goal: 0000 Object: 5900	Resp: Admin Goal: 0000 Object: 5900	Goal: 0000 Object: 5900
Goal#4 Update and improve the use of technology at all levels of district and site operations	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	4.1 Increase the capacity of the site's infrastructure to support all technology applications (bond \$\$\$) Wireless access points, network switches, etc. Actions and Services	LEA-wide	N/A	Infrastructure construction will be completed Cost: \$100,000 Source: Bond Resp: Admin Goal: 0000 Object: 6100	Determine effectiveness of construction and identify areas of continued need. Cost: \$10,000 Source: Bond Resp: Admin Goal: 0000 Object: 6100	Address areas of need identified in evaluation. Cost: \$10,000 Source: Bond Resp: Admin Goal: 0000 Object: 6100
	Course Access Student Engagement Student Achievement	4.2 Provide classroom based technology such as interactive	LEA-wide	N/A	Survey staff to identify technology needs and develop a multi-	Being to implement phase one of the technology plan.	Continue to implement the technology plan. Cost: \$25,000 Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	white boards, document cameras, lap top carts, video audio projection systems. (\$3,500 per room)			year plan prioritizing the purchase and installation of technology. Cost: \$25,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4400	Cost: \$25,000 Source: LCFF Resp: Admin Goal: 1110 Object: 4400	Resp: Admin Goal: 1110 Object: 4400
Goal#4 Update and improve the use of technology at all levels of district and site operations	Course Access Student Engagement Student Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	4.3 Replace the bell and announcement system at WUHS	LEA-wide	N/A	Identify issues with the existing bell and announcement systems. Cost: TBD Source: Bond Resp: Admin Goal: Object:	Explore potential cost for updating or replacing existing systems. Determine cost effectiveness. Cost: TBD Source: Bond Resp: Admin Goal: Object:	Begin the process of updating or replacing the existing systems if financially feasible. Cost: TBD Source: Bond Resp: Admin Goal: Object:
	Course Access Student Engagement Student	4.4 Provide appropriate staff development	LEA-wide	N/A	Identify the staff development necessary to support the	Identify the staff development necessary to	Identify the staff development necessary to support the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Achievement School Climate Parental Involvement Basic Services Implementation of Common Core Standards Other Student Outcomes	designed to support and increase the use of educational technology			increased use of educational technology. Provide identified staff development and evaluate its effectiveness. Cost: \$3,500 Source: LCFF Resp: Admin Goal: 1000, 0000 Object: 5200, 5800	support the increased use of educational technology. Provide identified staff development and evaluate its effectiveness. Cost: \$3,500 Source: LCFF Resp: Admin Goal: 1000, 0000 Object: 5200, 5800	increased use of educational technology. Provide identified staff development and evaluate its effectiveness. Cost: \$3,500 Source: LCFF Resp: Admin Goal: 1000, 0000 Object: 5200, 5800
Goal #5 Maintain an outstanding level of cleanliness and repair at all district facilities	School Climate Basic Services Other Student Outcomes	5.1 Develop and implement a facilities master plan	LEA-wide	N/A	Continue to work with Capitol Public Finance to develop a Facilities Master Plan. Cost: \$20,000 Source: LCFF Resp: Admin Goal: 0000 Object: 5800	Utilize the Facilities Master Plan as a guideline for site improvements. Cost: None Source: LCFF Resp: Admin Goal: 0000 Object: 5800	Utilize the Facilities Master Plan as a guideline for site improvements. Cost: None Source: LCFF Resp: Admin Goal: 0000 Object: 5800

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Student Engagement School Climate Basic Services	5.2 Remove unnecessary and surplus materials on a regular basis	LEA-wide	N/A	Develop a District Policy regarding the annual identification of surplus and a process for elimination. Cost: None Source: LCFF Resp: Admin Goal: Object:	Implement policy, evaluate effectiveness, and modify as necessary. Cost: None Source: Resp: Goal: Object:	Implement policy, evaluate effectiveness, and modify as necessary. Cost: None Source: Resp: Goal: Object:
Goal #5 Maintain an outstanding level of cleanliness and repair at all district facilities	Student Engagement School Climate Basic Services	5.3 Develop and implement a cleaning schedule that includes time allocations for each room plus regularly scheduled cleaning of all restroom facilities.	LEA-wide	N/A	Develop, implement, and evaluate a written cleaning schedule. Modify as necessary. Cost: None Source: LCFF Resp: Admin Goal: Object:	Implement modified schedule, evaluate, and re-modify as necessary. Cost: None Source: LCFF Resp: Admin Goal: Object:	Implement re-modified schedule and evaluate. Cost: None Source: LCFF Resp: Admin Goal: Object:

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 1 Improve the academic achievement of all students in the Wheatland Union High School District	Basic Services Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	1.1 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Provide staff development designed to improve instructional strategies, close the achievement gap, and support the transition to common core Monitor and evaluate progress and effectiveness of LCAP goals, metrics, and actions	LEA-wide	N/A	Staff development will continue to focus on the transition to Common Core Standards while incorporating CLAD strategies, methodologies designed to scaffold instruction, and close the achievement gap. Cost: \$5,000 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1000,0000 Object: 5200, 5800	Staff development will focus on finalizing transition to Common Core while addressing issues of Rigor, Relevance, and Relationships to engage all students. Cost: \$5,000 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1000,0000 Object:5200, 5800	Staff development will focus on aligning instructional materials and pacing to newly adopted standards while assuring the implementation of scaffolding and CLAD strategies. Cost: \$5,000 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1000,0000 Object:5200, 5800

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 1 Improve and the academic achievement of all students in the Wheatland Union High School District	Basic Services Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	1.2 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Implement instructional strategies designed to improve student performance and to close the achievement gap	LEA-wide	N/A	Implement strategies such as Webs Depth of knowledge, board configuration, student engagement , scaffolding and CLAD strategies Cost: \$1,500 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1000,0000 Object:5200, 5800	Implement a peer observation and sharing program designed to increase the success of all students Cost: \$1,500 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1000,0000 Object:5200, 5800	Implement a peer mentoring and coaching program Cost: \$1,500 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1000,0000 Object:5200, 5800
Goal # 1 Improve and the academic achievement of all students in the Wheatland Union High School District	Basic Services Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	1.3 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Provide support for courses designed to increase student performance and meet student interests; for	WUHS	N/A	Interview a representative student sample to determine interests/needs Cost: \$1,500 Source: LCFF Supplement EIA & Title 1 Resp: Admin Goal:1110 Object:4300	Develop courses designed to meet student interests and needs, develop curriculum and select instructional materials Cost: \$1,500 Source: LCFF Supplement EIA & Title 1	Implement courses Cost: \$1,500 Source: LCFF Supplement EIA & Title 1 Resp: Admin Goal:1110 Object:4300

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		example AVID, STEM, and Career Technical courses				Resp: Admin Goal:1110 Object:4300	
Goal # 1 Improve and the academic achievement of all students in the Wheatland Union High School District	Basic Services Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	1.4 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Provide student academic support within and after the instructional day designed to improve student achievement	LEA-wide	N/A	Implement Freshmen Academy and continue the after-school tutoring program; including transportation Cost: \$2,000 Source: LCFF Supplement Title 1 Resp: Admin Goal:1110 Object: 5800, 1100	Continue the Freshmen Academy and the after-school tutoring program; including transportation. Assess the need for an academy program for upper classmen Cost: \$2,000 Source: LCFF Supplement Title 1 Resp: Admin Goal:1110 Object: 5800, 1100	Continue the Freshmen Academy and the after-school tutoring program; including transportation. Implement an Upper Classmen Academy if need is determined Cost: \$2,000 Source: LCFF Supplement Title 1 Resp: Admin Goal:1110 Object: 5800, 1100
	Basic Services Student Achievement Student	1.5 For low income, English Learners, re-designated	LEA-wide	N/A	In order to monitor and adjust curriculum to increase	Purchase and support implementation of the data	Evaluate the effectiveness of the data program based

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 1 Improve and the academic achievement of all students in the Wheatland Union High School District	Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	fluent English proficient pupils, and Foster Youth: Establish and implement a data program designed to provide timely information to support academic achievement			effectiveness, evaluate, and adopt a data program Cost: \$1,000 Source: LCFF Supplement Title 1 Resp: Admin Goal: 1110 Object: 5800	program Cost: \$1,000 Source: LCFF Supplement Title 1 Resp: Admin Goal: 1110 Object: 5800	on survey data and usage Cost: \$1,000 Source: LCFF Supplement Title 1 Resp: Admin Goal: 1110 Object: 5800
Goal # 1 Improve and the academic achievement of all students in the Wheatland Union High School District	Basic Services Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	1.6 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Provide books and instructional materials to support the Wheatland Union High School instructional program	LEA-wide	N/A	Evaluate the instructional needs of core courses as they implement the new Common Core and California Science Standards Cost: \$2,000 Source: LCFF Supplement Title 1 & EIA Resp: Admin Goal:1110 Object:4100, 4300	Identify and begin the purchase of textbooks and ancillary material based on material prioritization. Ensure materials meet the needs of English Learners and students with scaffolding needs. Cost: \$2,000 Source: LCFF Supplement Title 1 & EIA	Continue the purchase of textbooks and ancillary materials based on material prioritization. Ensure materials meet the needs of English Learners and students with scaffolding needs. Cost: \$2,000 Source: LCFF Supplement Title 1 & EIA Resp: Admin

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						Resp: Admin Goal:1110 Object:4100, 4300	Goal:1110 Object:4100, 4300
Goal # 1 Improve and the academic achievement of all students in the Wheatland Union High School District	Basic Services Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	1.7 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Provide funding to support teacher planning, development, and collaboration designed to support student performance	LEA-wide	N/A	Continue funding summer and ongoing work to develop course syllabi, pacing guides, frequent formative and summative assessments, ancillary materials to support targeted populations, scoring rubrics and writing prompts to support writing across the curriculum for all students Cost: \$500 Source: LCFF Supplement Resp: Admin Goal:1110 Object: 1100	Evaluate current progress and continue the process of developing course syllabi, pacing guides, frequent formative and summative assessments, ancillary materials to support targeted populations, scoring rubrics and writing prompts to support writing across the curriculum for all students Cost: \$500 Source: LCFF	Evaluate and modify course syllabi, pacing guides, frequent formative and summative assessments, ancillary materials to support targeted populations, scoring rubrics and writing prompts to support writing across the curriculum for all students Cost: \$500 Source: LCFF Supplement Resp: Admin Goal:1110 Object: 1100

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
						<i>Supplement Resp: Admin Goal:1110 Object: 1100</i>	
Goal # 2 Increase the level of student engagement and feelings of connectedness for all students	Basic Services Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	2.1 For Low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Support staff development opportunities designed to increase student connectedness and engagement	LEA-wide	N/A	Research, select and train staff in techniques to increase student engagement and connectedness. For targeted populations examine trends of engagement compared to general population to determine potential gaps. Cost: \$500 Source: LCFF Supplement Resp: Admin Goal:1110, 0000 Object: 5200, 5800	Continue to provide training and evaluate effectiveness. Perform gap analysis for targeted populations. Cost: \$500 Source: LCFF Supplement Resp: Admin Goal:1110, 0000 Object: 5200, 5800	Continue to provide training, evaluate effectiveness and adjust as necessary. Cost: \$500 Source: LCFF Supplement Resp: Admin Goal:1110, 0000 Object: 5200, 5800
	Basic Services Student Achievement	2.2 For Low income, English Learners,	WUHS	N/A	Implement a Renaissance class to further	Evaluate effectiveness of the Renaissance	Evaluate effectiveness of the Renaissance

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 2 Increase the level of student engagement and feelings of connectedness for all students	Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	re-designated fluent English proficient pupils, and Foster Youth: Continue to expand and support programs designed to recognize students and increase student connectedness for example "Honor the Code", "Pirates Come About" and the "Depper Awards"			develop student recognition and celebration of accomplishments. Continue providing funding for existing student recognition and connectedness programs. Evaluate and ensure representation of targeted populations. Cost: \$500 Source: LCFF Supplement Resp: Admin Goal: 0000, 1110 Object: 4300, 5200, 5800	class. Continue providing funding for existing student recognition and connectedness programs. Evaluate and ensure representation of targeted populations Cost: \$500 Source: LCFF Supplement Resp: Admin Goal: 0000, 1110 Object: 4300, 5200, 5800	class and modify as necessary. Continue providing funding for existing student recognition and connectedness programs. Evaluate and ensure representation of targeted populations. Cost: \$500 Source: LCFF Supplement Resp: Admin Goal: 0000, 1110 Object: 4300, 5200, 5800
	Basic Services Student Achievement Student Engagement School Climate Course Access	2.3 For Low income, English Learners, re-designated fluent English proficient pupils, and Foster	WUHS	N/A	Implement and fund a club rush program at the beginning of the school year. Match students with advisors to	Implement and fund a club rush program at the beginning of the school year. Match students with advisors to	Implement and fund a club rush program at the beginning of the school year. Match students with advisors to

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 2 Increase the level of student engagement and feelings of connectedness for all students	Implementation of Common Core Standards Other Student Outcomes Parental Involvement	Youth: Support and increase the number of opportunities for students to become involved in interest based clubs and organizations			form more interest-based clubs. Make a concerted effort to ensure all targeted populations are represented within existing clubs or establish new ones. Better advertise club meeting dates, times and locations. Cost: \$100 Source: LCFF Supplement Resp: Admin Goal: 1110 Object: 4300	form more interest-based clubs. Make a concerted effort to ensure all targeted populations are represented within existing clubs or establish new ones. Better advertise club meeting dates, times and locations Cost: \$100 Source: LCFF Supplement Resp: Admin Goal: 1110 Object: 4300	form more interest-based clubs. Make a concerted effort to ensure all targeted populations are represented within existing clubs or establish new ones. Better advertise club meeting dates, times and locations. Cost: \$100 Source: LCFF Supplement Resp: Admin Goal: 1110 Object: 4300
	Student Achievement Student Engagement School Climate Course Access Implementation of Common	2.6 For Low income, English Learners re-designated fluent English proficient pupils, and Foster Youth: Support	WUHS	N/A	Continue to provide funding and support for the WUHS after school tutoring program. Ensure all targeted groups are made	Continue to provide funding and support for the WUHS after school tutoring program. Ensure all targeted groups	Continue to provide funding and support for the WUHS after school tutoring program. . Ensure all targeted groups

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 2 Increase the level of student engagement and feelings of connectedness for all students	Core Standards Other Student Outcomes Parental Involvement	the WUHS after school tutoring program by paying for teacher stipends and student transportation costs.			aware of the opportunities provided by the program and better communicate with parents the opportunities available; including transportation. Cost: \$1,000 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1110 Object: 1100, 2112, 4300, 5800	are made aware of the opportunities provided by the program and better communicate with parents the opportunities available; including transportation. Cost: \$1,000 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1110 Object: 1100, 2112, 4300, 5800	are made aware of the opportunities provided by the program and better communicate with parents the opportunities available; including transportation Cost: \$1,000 Source: LCFF Supplement Title 2 & Title 3 Resp: Admin Goal:1110 Object: 1100, 2112, 4300, 5800
	Student Achievement Student Engagement School Climate Course Access Implementation of Common	2.7 For Low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Research	WUHS	N/A	Establish a team of students and adults to begin the initial process of selecting a mentoring program. Ensure the program is	Implement the program on a trial basis and evaluate its effectiveness. Cost: \$300 Source: LCFF Supplement	Evaluate the program and determine necessary modifications. Cost: \$300 Source: LCFF Supplement

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal # 2 Increase the level of student engagement and feelings of connectedness for all students	Core Standards Other Student Outcomes Parental Involvement	the establishment of an adult/student mentoring program designed to support students' connectedness			designed to represent all students with particular focus on including targeted populations and designed to be implemented on a trial basis the following year. Cost: \$300 Source: LCFF Supplement Resp: Admin Goal: 0000 Object: 4300	Resp: Admin Goal: 0000 Object: 4300	Resp: Admin Goal: 0000 Object: 4300
Goal # 3 Improve the level of communication between and within all stakeholder groups	Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	3.3 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Develop a school calendar that supports: intra-departmental communication, inter-departmental	LEA-wide	N/A	Develop and implement a schedule that supports inter and intra-district communication and intra-district communication. Schedule should include regular meetings to address he needs of targeted population	Develop and implement a schedule that supports inter and intra-district communication and intra-district communication. Schedule should include regular meetings to	Develop and implement a schedule that supports inter and intra-district communication and intra-district communication. Schedule should include regular meetings to

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		communication and intra-district communication.			students. Cost: N/A Source: LCFF Supplement Resp: Admin Goal: 0000 Object: 2400	address he needs of targeted population students. Cost: N/A Source: LCFF Supplement Resp: Admin Goal: 0000 Object: 2400	address he needs of targeted population students. Cost: N/A Source: LCFF Supplement Resp: Admin Goal: 0000 Object: 2400
Goal # 3 Improve the level of communication between and within all stakeholder groups	Student Achievement Student Engagement School Climate Course Access Implementation of Common Core Standards Other Student Outcomes Parental Involvement	3.7 For low income, English Learners, re-designated fluent English proficient pupils, and Foster Youth: Monthly school to home communication: electronic Newsletter will be provided.	LEA-wide	N/A	Identify publisher, contributing authors, distribution calendar, format and systems to be used. Publish first monthly newsletter. Provide copies in additional languages as need arises Cost: \$1,500 Source: LCFF Supplemental Resp: Admin Goal: 0000 Object: 5900	Continue to publish monthly newsletter Provide copies in additional languages as need arises Cost: \$1,500 Source: LCFF Supplemental Resp: Admin Goal: 0000 Object: 5900	Continue to publish monthly newsletter Provide copies in additional languages as need arises Cost: \$1,500 Source: LCFF Supplemental Resp: Admin Goal: 0000 Object: 5900

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Wheatland Union High School District consists of 703 students in one comprehensive high school and 7 students in a community day school. Of the 710 total student population, 274 students are classified as low-income. This represents 38.9% of the student population. There are 10 students identified as English Language Learners (1.4%) and 8 students identified as foster youth (1.1%). Therefore, the District will receive supplemental funds for approximately 40% of the total student population.

The Wheatland Union High School District believes that best first instruction is the most critical factor in student success. After best instruction, appropriate interventions must be tailored to meet the needs of the identified target groups and individual students. Much of the LCAP spending plan is focused on the area of curriculum and instruction. The supplemental funds will be used for staff development, planning, collaboration, and instructional materials and supplies. In addition, monies will be allocated for after-school tutoring and school to home transportation. We believe that students perform their best when instruction is combined with a sense of being connected to school. Therefore, LCAP funds will also be spent to sustain and increase programs designed to accomplish this sense of belonging. Our commitment to the concepts of rigor, relevance and relationship is the overarching belief in how to close the achievement gap.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Minimum Proportionality Percentage that has been calculated for Wheatland Union High School District shows an increase of 2.83% of money needing to be spent on our English Learner, low income, and foster youth. In the base year WUHSD spent \$28,027.00 of EIA funds on these students. The 2014-15 LCAP spending plan shows a far greater increase in spending on these students. A specific example of spending in 2013-14 was for after school intervention. In 2013-14 we spent \$5,122.00 and in 2014-15 we have budgeted \$9,150.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.